FALCONER Sir Robert : Addresses, Reports etc. 1918-1919 (028)

EDUCATIONAL OPPORTUNITIES IN CANADA.

The British North America Act states, "in and for each Province the Legislature may exclusively make laws in relation to education", with the exception that the Separate School System is to be maintained in whatever province it was in existence at the time of Confederation. It has therefore come about that there cannot be an educational department at Ottawa creating or maintaining uniformity throughout the Dominion. Quebec has its own system along with its own language for the majority, and a different system for the English-speaking population under their own control. This school system of the minority in Quebec is similar to that in Ontario and the English-speaking provinces. On the whole the type and standards of education are very similar in all the English-speaking provinces, though as might naturally be expected there must be great divergences between the opportunities offered in the large cities and more thickly settled country districts, and those in the newer parts and rural sections with a sparse population.

The School. In general there are two grades - the public or elementary school for children up to about fourteen years of age, and the high school or collegiate institute which is attended until about the 18th year. In the public schools the basis of a good general education is laid, and in the high schools as a rule the pupil begins the study of foreign languages and prepares either for matriculation into a university or for some grade of teacher's certificate. The chief criticisms that are to be brought against the courses of study in Canadian schools are that

they are overloaded with subjects , an almost universal complaint in all countries however, and that those who intend to take higher education are not given the opportunity to commence the study of language at a sufficiently early stage in their career. Both of these disabilities are more or less prevalent in all the provinces of the Dominion.

The visitor to Canada whether to the cities of the East or West cannot fail to be impressed by the school buildings. They are designed and constructed on generous plans. The newest buildings have fine class-rooms, broad halls, large assembly rooms, which are often hung with copies of good pictures. There is also as a rule good space for recreation. In the schools more and more the health of the children is carefully supervised and an effort is being made to train a generation who will be physically fit for the duties of life.

The most serious problem in elementary education is the rural school. Throughout many of the country districts of the older provinces the population has decreased partly by the trend to the cities but especially by the migration to the rich virgin lands of the great West, with the result that the difficulty of maintaining the school has become very acute. So far the only solution that gives any promise is that of the consolidated school, though in carrying out the scheme in many localities serious obstacles are to be surmounted.

Two important steps are being taken in Ontario by Dr. Cody, the Minister of Education, one for securing more regular attendance of the pupil, and the other for extending the school age, so that

boys and girls may not be allowed to be done with schooling at the age of fourteen, but may be required to receive at least partial instruction until eighteen, unless at sixteen they have attained a grade equivalent to Junior Matriculation.

Unfortunately, the value of the teacher is not, to our shame be it said, rated as high in Canada as might be expected from such a generally intelligent people. This may be estimated by the salaries paid. While in some of the large cities salaries are good, indeed in comparison with other countries very good, in many of the districts of the provinces they are almost snabdulously low. This latter condition is partly due to the sparse settlements and so may be solved if we can solve the rural problem; but it is not altogether so, and in even well-to-do sections attempts are made to "hire" teachers on as low terms as possible to perform a disagreeable but necessary job for the community.

The training given to teachers is provided for in the provinces by the several governments in normal schools or in co-operation with faculties of education in the Universities, and their professional status is being constantly raised both by the grade of academic proficiency required and by the added dignity that comes from being associated with the older professions. It may be expected that in the Canada of the future the recognition of the teacher's place in the community will be more widespread by reason of the education and refinement which are constantly improving under the developing opportunities for training.

From now on one of the most essential factors in our

reconstruction is to see that all Canadian boys and girls not only have the opportunity of a good average education but that the law shall require attendance at school in order that advantage may be taken of this education. Our aim also should be to have as much uniformity as possible in this respect throughout the Dominion, so that a Canadian, come from where he may, shall not have to confess that he cannot read and write.

Secondary or high school education is developed in all the provinces. The age of entrance is usually fourteen and the pupil spends three or four years in preparation for junior or senior matriculation, and in Ontario for entrance into the faculty of education. The next step is the university. The high schools of Canada are well equipped; their laboratories are up-to-date for instruction in science, and the average of standards and quality of the education are fully equal to those of the United States and in the best schools will bear comparison with what is given in the English schools. There are of course defects, especially in regard to the teaching of the languages, but a spirit of earnestness in regard to education is active and the courses of instruction are being constantly improved.

Hitherto the high schools have trained almost entirely for the universities and the teaching profession, but new types of schools are being gradually introduced in which emphasis is laid upon commerce and agriculture, and in many of the cities and larger

towns technical schools have been built, some of them the equal of any to be found on this continent. In these the general education that is required to produce the intelligent workman is given and instruction in the trades that are followed in the community. It is hoped that the Dominion will co-operate with the provinces in developing this technical education which is likely to make rapid strides. Already the central government has undertaken to spend through the provinces a large sum for agriculture, including various phases of agricultural education. The problem of adequate education is so largely a matter of financial support, and the resources at the disposal of the provinces are relatively so much more limited than those of the Dominion, that the welfare of the country as a whole demands for the development of agriculture and technical training and expenditure so large that the provinces unaided will find it very hard to carry it.

Higher Education.

The Dominion of Canada is fortunate in regard to higher education. There are in all eighteen colleges and universities, some of which are small with only a few faculties, but the larger universities rank with the best in modern countries. Before the war about 14,000 students, of whom 10,000 were men, were in attendance in all the Canadian Colleges, which is a large proportion for the population of the Dominion. The Universities of Toronto, New Brunswick and those of the Western Provinces are supported by the provinces. The new provinces have made a splendid beginning in the matter of staff and buildings. They have already a larger undergraduate body of students in attendance than might

have been expected, and will soon train most of their own undergraduates, checking the stream which has been turned to the East now for many years so that it will soon become a mere trickle.

No Canadian boy or girl need leave his province in order to secure an Arts education. He can get all that he requires at home. The fees are low, board is at least not more expensive than in the United States, many find work in the summer, and there are not a few scholarships for the brightest. In the largest universities the laboratories are as good as the best on the continent, and the libraries, though not as large and rich as they ought to be, are sufficient for undergraduate work.

The courses in medicine are regulated by the requirements of the different provinces, and in most universities have hitherto covered five years, but hereafter in Toronto and McGill six years are demanded, so rapidly has medical science grown. The people of this Dominion will demand the best medical treatment. They will not be content with what is second rate. Hence the standards of the best schools of England and the United States must be maintained here. In the large cities of the Dominion magnificent hospitals are at the disposal of the universities for clinical instruction.

The closely allied dental profession is well provided for in several of the universities and in the Royal College of Dental Surgeons in Toronto. The course is four years and leads to the degree of Doctor of Dental Surgery.

The legal profession of the various provinces has oversight of the standards of education, and in some conduct schools of their own, as e.g. Osgoode Hall in Ontario which is controlled by the Benchers. This is the largest law school in the Dominion, and offers the privileges of a great law library. McGill, Laval, and Dalhousie Universities have flourishing Faculties of Law. The law-courses in the provinces of the Dominion extend over four years of professional study.

In Engineering the larger universities have excellent laboratories and offer courses throughout four years which give good training in the various branches - civil, mechanical, electrical, chemical and the related department of Architecture.

The University of Toronto offers the most thorough training in Forestry in the Dominion in a course of four years' study under a faculty of experts. There are many openings for employment in this promising field.

The reputation of the leading medical, engineering and forestry schools is so high that students, especially those intending to settle in Canada, are often drawn to them from Britain the United States and the West Indies.

Owing to the separation of Church and State in the English-speaking provinces of Canada no theology is taught in the universities except those which are supported by the denominations. But most of the Churches have theological Halls in close proximity to and more or less closely affiliated with the Universities in which the student usually takes his Arts course. Most of the theological courses are postgraduate and cover three years of instruction.

As has been already remarked those who are to teach in the high schools are required to take a professional course of training for one year which is given either in faculties of education in the universities or in some of the provinces in the normal schools. The fees for the course are light.

Other careers for which the universities offer courses and degrees are music, agriculture, veterinary science and pharmacy. Of these attention may be drawn especially to agriculture and veterinary science. Agriculture is splendidly provided for in the Ontario Agricultural College at Guelph, the oldest of all these colleges, in the Macdonald College at St. Anne de Bellevue, in the Nova Scotia Agricultural College at Truro, in the Manitoba College of Agriculture in Winnipeg, and in the newer Universities of Saskatchewan, Alberta and British Columbia. Courses short and long, for a few weeks or even for four years are offered, and training, scientific and practical adapted to a great variety of needs is afforded, and valuable researches are carried on.

Veterinary Science is being well provided for by the Government of Ontario which has recently erected a large and thoroughly well equipped building, and maintains an experienced staff who give a modern training hereafter requiring four years of study, at the end of which successful candidates will receive a degree from the University of Toronto.

This rapid summary of the professional facilities which are open to the youth of the Dominion gives proof that high opportunities are offered for undergraduate work. Any student can get within the Dominion a training for almost any professional

For the University Schools' Annals.

During the past Summer I had the opportunity of seeing some of the Camps in England and some of the battle-fields in France which are well known to many of the old boys of the Schools. In England Have familiar to Canadians are the names Witley, Bramshott, Seaford; and in France what associations memories are called up by Vimy, Amiens, Arras. Henceforth for many generations our people will have associations with these & other places which have become historic for us during the past four years. For our boys and girls the geography of France & England will have a new meaning because of the noble deeds that their brothers, fathers, grandfathers performed in these in the Great War. Indeed Geography is of value only by reason of the human interest connected with towns & countries. History makes Geography and the life that men live on different portions of the Earth's surface make Geography a worthy study for us, and without Geography History loses in reality. And when after the war we visit the scenes of great battles and see the graves where the dust of our heroes lies they will be sacred spots to us, part of our own soil indeed though in France beyond the seas. It was on that land that our Canadian soldiers displayed their quality to an admiring world, and in that sense the Canadian discovered on the soil of France what he could do in the new experience of warfare. Therefore we should know France as we should understand Flanders & in France, & Picardy, Normandy and those other parts where our Canadian fighting men, & engineers, railway-troops & foresters did their duty so superbly.

But England also has become a new home for Canadians. They will know London better than most of their own cities; and Scotland & Ireland will keep many pleasant memories for them. Not only the born Britons will talk of England as "home". Many a Canadian of old Stock will have discovered the "home" of his fathers.

The Eastern Public is Fickle.

is very doubtful whether they appreciate the style and logical development of an editorial as the educated Englishman does, though they will take the substance out of it quite as quickly. For the genuine book-lover does enjoy style. Half of his pleasure comes from the way in which the idea is expressed; he enjoys the art that presents simple things [illegible] the obvious, [illegible] words that are not worn like [illegible] that fits the thought with the exact expression, that completes and rounds out in a sentence or paragraph the idea before [illegible] it with another.

[illegible] the literary art in this sense will always be a mystery, and [illegible] will appreciate the beauty of the words [illegible]. [illegible]

[illegible] further that the good reader has not necessarily a [illegible] — he is critical, selective, [illegible]. He is not eager to [illegible] the best writers of the past would not have, [illegible] very largely to make the fortune of the popular novelist or daily newspaper. I think, however, that a reader's taste may be judged in a measure at least by his liking for an essay, for its [illegible] lie in the treatment of a well chosen theme within a modest compass. An effective essay must exhibit literary skill.

For a great reader also finds pleasure or relaxation at least by scattering through the smaller spaces of history or books of thought set out in a series of volumes, or by good biography. There are times when one finds it a labour to thread one's way through the narrow and still tortured tangle of emotions and closely-connected argument he is a small plot about a fellow personage has used every ton of power. This not serve to the interest unless one is not afraid to worry like off into more substantial digressions, and even so one quickly realizes it will settle into that again in its own good time as the main history of the situation.

That a reader misses in reading that is enjoyable he also relishes in a good piece of writing - well printed, well bound, and well illustrated. In the matter of book-selling as elsewhere some still a long way to go. In that is least said of the art of printing, and some of the evil practice of binding. In some not yet the traditions of a great book-selling centre such as Edinburgh or Dublin, but have we got out the publishers of London and have learnt of the technique from age to age and are some ins in our book industries with good provision that they pass the standard about separates and type more utility. This fact is also due to reasons in the fact that we have in Canada few people who buy a fine book for the book's sake. If more of our people loved books will continue to spend every spare moment we have all outdoors without we should prefer that have libraries who could entertain in comfort them, and cities endowed who would spend more time and less pleasure in their finished artistry.

Buenos Aires, 1881

by the U.S.I.A. will be used to provide the rooms, libraries and equipment as are even the practice schools.

Two benefits arise from the integration that is aimed at in the Ideal University or the Department of Educational Services. The first is the give equalities of whatever grade, from the most elementary up to that of the university, if the soldier is away whether in France or in England. The second is to equip the more like to eliminate so that it may become a better citizen instead of deteriorating through service crisis in energy its upon peace. During the post winter and summer this area has proved to be a great loss in idleness of men, but it will be of especial advantage during the period of demobilization, when the men will be eager to return home, all with possibility to acquire their share will labour as urgent necessity.

An International Council of Women

AN INTERNATIONAL COUNCIL OF CONCILIATION.

Recently in Toronto Lord Charnwood gave a most interesting address on the new vital proposal of the League of Nations. In his capacity as the University Chancellor he called it "some Council of the civilized powers which shall exercise periodic moral and political control over the acts of peace, and shall make real alternatives and improvements in most changes of circumstances as may be considered in the interests of justice. The issue of peace cannot be finally settled at the Peace conference that will bring the war to a formal conclusion; the problems of many far-flung and entangled frontiers, and of their treatment will be too complicated for immediate and final solution. Previous entanglements have perplexed many of the most explosive causes of international trouble because they only half settled the disputes or created more difficulties, and then the decisions are ever there ready to be urged to complicate the struggle with difficulties. The plebiscite areas of the Peace, either Austrian or Russian or perhaps Japanese, are of the first importance left for decision of statesmen years to the end, so that the peace never looked perfectly.

Even the most powerful of statesmen in solemn conclave at Versailles, or wherever else the conference may meet, would be incapable in forecast exactly how the actual progress of the new problems would live, and therefore can adjust only a partial solution of their present terms. The treasury of international matter arising from the possible cases which an unknown will accumulate into international revolution will put a new face upon things, and though we hope that it will not kill us that of a wise man, it is altogether probable that in the process of recovery there will be after such long restraint

frequent spasms of pain. The Soviet-Slavs, the Southern Slavs, the Scandinavians, the Hungarians, the Central-Asiatics, still all or generally have close relations with our country. Many of these have suffered so long that their old scars still continue to bother for some time; most of them have had little experience in self-government, and many of the Middle-Eastern world are apt to forget that it cannot be certain that privilege will forever remain to be otherwise into the universe. The peoples of Central Europe were to be more intrinsic than those of the United States, which still far exceed them into the preponderance of troops. But it is likely that they will be so no longer, because the imperial ambitions of Russia, Turkey and Austria-Hungary have disappeared, and Scandinavia no great power will ever a final with Germany, Italy or similar rival or struggle over it. U.S. will japan and Scandinavia will still shelter among those in the nations, and there remain no more Spanish or Dutch which shall command such positions into far Europe upon that we will this into fight.

The ultimate results of Turkey has certainly fortunately now nothing in or its world with the black sight. What a Soul's paradise or liberty is enter the problems of place with our country, training of our projects, island or time will weigh that greatly alternatives were participated in America and Great Arabia; all as that its world or struggle, result that powerful power, has criticism of any nation's affairs in reality with Europeans people would stay as trouble, as the world turned way; not guard by or the other army, thirdly protecting itself upon its growing power or Europe; and its unlimited progress.

"The Royal University of Canada".

been raised by the Y.M.C.A. in Canada and placed in the control of a committee of prominent and widely known [illegible] and others, from which these teachers will be paid and sent out in the regular way, as well as rooms, equipment and literature be provided for.

[illegible] very important step has been taken as the result of the experience of [illegible], when the Chaplains and the Officers of the Y.M.C.A., who have sought during the years of the war to promote an intellectual interest [illegible] in their spare time. The [illegible] was made with [illegible] which had been interrupted by the war and to provide instruction in [illegible] while they will remain as [illegible]. Literature [illegible] for educational [illegible] from military [illegible]. When [illegible] left in July [illegible], 1919, [illegible] of the Canadian forces [illegible] registered [illegible] in England and France; the attendance [illegible] 100,000 representing at least 25,000 individuals. There has also been carried on a very efficient work in France, but it has been difficult to secure [illegible] figures [illegible].

During the period of demobilization [illegible] "The Khaki University," [illegible] in view of the long time [illegible] between the [illegible] and the [illegible] in their homes.

Dr. Tory, President of the University of Alberta, has been appointed Director, [illegible] with him as Deputy and Assistant Directors [illegible]. The work of

"The Khaki University of Canada".

On the 19th of September 1918 His Excellency the Governor General approved a Report of the Committee of the Privy Council ~~establishing~~ recommending the establishment of a Department of Educational Services in the Canadian Overseas Military Forces, which shall be under a Director of Education and shall be a Department in the Branch of the General Staff, and through such Branch will be responsible to the Minister O.M.F.C. The Director who will be responsible for the efficient organisation and administration of the Educational Services will be assisted by a Deputy. There will be an Advisory Senate in addition to the Director & Deputy Director to advise upon matters of policy, ~~and~~ which will consist of a representative of the General Staff, a representative of the Adjutant General, a representative of the Chaplain Services, a representative of the Y.M.C.A. & such other members as the Minister O.M.F.C. may from time to time designate. This Senate may also consult with civilian Educational personnel from Canadian Universities. In England and in France there will be Assistant Directors of Education, and the total establishment will be 240 from all ranks. In addition, Civilian personnel may be employed on the recommendation of the Director, without expense to the Canadian public, & voluntary service of any members of the O.M.F.C. including Chaplain Services & Y.M.C.A. as may be available from time to time in the discretion of the Director, may be used. The Department of Educational Services is to be described "The Khaki University of Canada". The Estimated Cost to the Canadian Government, ~~will be at~~ due to the pay of these ~~Officers~~ who draw their army allowances, will be at the outside limit $ 363,750. In addition to this a sum of $ 500,000 has been raised by the Y.M.C.A. in Canada and placed in the control of a Committee of reputable and widely known Educationalists and others, from which those teachers will be paid who are not in the regular army, as well as rooms, equipment and libraries be provided for.

This very important step has been taken as the result of the experience of those, ~~who~~ like the Chaplains and the Officers of the Y.M.C.A., who have sought during the years of the war to promote an intellectual interest on the part of the men ~~during~~ in their spare time. The endeavour was made with much success to enable Canadian soldiers to continue studies which had been interrupted by the war and to provide instruction in respect of occupations which they will resume or follow after the war. Libraries & Reading-rooms established for Educational purposes at the various centres were constantly in use during hours that were free from military duties and instruction. From October 1917 to July 31st 1918, 9000 members of the Overseas Forces have been registered in classes in England: 1380 have been registered in correspondence work in England & France: the attendance at popular lectures has been approximately 180,000 representing at least 45,000 individuals. There has also been carried on a very efficient work in France, but it has been difficult to secure as accurate figures for these classes.

During the period of Demobilisation, however, the work of "the Khaki University" will become more important and even necessary, in view of the long time that may elapse between the close of active hostilities and the return of the soldiers to their homes.

Dr. Tory, President of the University of Alberta, has been appointed Director, & ~~through~~ associated with ~~him~~ him as Deputy & Assistant Directors will be some of the best known Canadian Educationalists. The ~~educational~~ work of instruction will cover all grades from the most elementary to those of University standing. ~~Men~~ Men who cannot read or write should ~~have no~~ not return to Canada without having had a chance to make up for their early lack of opportunity. Others will be given technical instruction in trades & agriculture: others a general Education that will make them

more intelligent citizens when they return: some will be prepared to enter the universities, some to resume their professional or university studies where they were interrupted. In general the effort will be made not only to employ ~~now~~ the Soldiers' spare time, but to repair as far as may be the loss of ordinary education which a young man might be supposed to have received during the years in which he has been away from home ~~over~~ at the war. (The educational services.) It will thus ~~be in a great sense~~ make an earnest attempt to conserve the human resources of Canada overseas against the time of their return. ~~If the~~ Soldiers who have listened to series of ~~lectures~~ addresses from competent authorities on the natural resources of their country, its political constitution, its history, ~~they~~ may be expected to be more intelligent citizens of the Dominion which by their military service they will have done so much to save.

The First Fruits of Victory

We have learned many things.

(a) Physical force alone was not the decisive factor. The effectiveness of that force depended upon the character of those who wielded it. The war was won for us & for our enemies not merely by the courage of those who fought face to face, but also by the conditions of life that prevailed in the countries from which the combatants came. An atmosphere created by a society of the warring nations of pure tone & vigour or infected their moral & economic life with disease. The convictions of a people determine the character of their armies. If a passion for freedom burns at home with a pure & unselfish flame it will reflect itself in the morale of the men at the front. And the communities of Germany & Germany & Austria will work for decades against the recovery of their position in the world.

(b) The mighty ideas which compelled the allied nations to join forces will not disappear, and we have seen the death of a powerful but injurious system. Never has absolutism been more brilliantly staged and to all the intellect & science of one of the most highly developed nations of the world assisted ~~science & intellect to its~~ was exalted & made subject to it. But absolutism which knows no law has we hope for ever earned the hatred of the world. The world is governed by a moral order.

(c) The road for the realisation of freedom has been cleared of its greatest obstacle. Now it remains

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for us to go forward and work out this freedom in granting the ~~constantly~~ opportunity for the development of the powers of the individual so that in the service of society he may realise them to the fullest measure. We must introduce a higher ~~ethic~~ freedom ~~not~~ every class ~~of society~~ in the State.

(d) We have learned that the people can work and sacrifice together for a great common purpose if that purpose is sufficiently worthy. We have fought & suffered to ~~keep~~ defeat an enemy who threatened to destroy our sacred heritage. Surely we can work together and if necessary endure in order that this heritage may now be enriched for us at home. We must endeavour to remove political, racial & economic discords. If we ~~secure~~ maintain justice for all classes of society at home, if we shall have security for it is unredressed wrongs ~~etc~~ that breed discontent. But this means that with a common purpose we work together, ~~study~~ endeavour to understand the point of view of others and have patience.

(e) We ~~must~~ have learned the meaning of efficiency & discipline. Canada's soldiers ~~when~~ have won undying glory; her men of affairs have shown great skill in organisation. As a result of this we must choose ~~out~~ all those from among the people who have ~~the~~ gifts, train them thoroughly, & fit them to fill those places for which they are best fitted.

responsible; it is the doer of the word not the hearer who looks into the perfect law of liberty. There was a good deal of vain religious observance and empty talk among these people which easily became obsequious in the presence of the haughty rich or turned to bitter recrimination. The world was very much with them and they had no difficulty in finding the fatherless or the widows to whom they might become much needed neighbours. ~~This is~~ It is a time of dangerous conformity ~~to~~ when men have become double-minded and intent on worldly gain, having grown impatient of the delay in the coming of the Lord

There was a good deal of vain religious observance which should have found practical expression in neighbourly acts towards the widows & the fatherless, and ~~of their Empty~~ talk the community was pestered by ~~talkers who often~~ a plague of talking which often led to bitter recrimination. The Church had fallen on a time of dangerous conformity to the world, ~~when many of~~ many of its members having become ~~so~~ intent on gain and double minded & others impatient of the delay in the Coming of the Lord

We have the brains; we have the skill; we should build up the character and develope the intellect which will ~~do for us in peace~~ provide men & women who will do as great things for us in peace as ~~they~~ our people have shown themselves able to do for ~~us~~ in war. ~~Opportunity~~,

(f) A ~~widespread~~ feeling friendship has been created between the two branches of the English Speaking world & France + their allies, which will be hope more permanent. ~~as~~ Particularly for us in Canada are the good relations with the great neighbour & the South & France of supreme importance.

or Greece